

# Intercultural Understanding Matters



**Dr Bryan Conyer**

# Acknowledgement of Country

- Our meeting today is on Country of the Wurundjeri people, whose ancestors and their descendants are the traditional owners of this Country.
- We acknowledge the Traditional Owners of the land and other Aboriginal & Torres Strait Islander people,
- They have been custodians for many centuries and continue to perform age old ceremonies of celebration, initiation and renewal.
- We acknowledge their living culture and their unique role in the life of this region

# Which Egg is Better for You?



# Which Egg is Better for You?



The colour of eggs varies according to the species and breed of the chicken. They can be white, brown, pink – even a speckled blue-green. ... There is no difference in the nutritional value between these eggs.

<https://www.betterhealth.vic.gov.au/health/ingredientsprofiles/Eggs>

# By the end of this workshop

you will



1. Meet
  - Ginette Everest, JCMA – Executive Officer
  - Bryan Conyer, JCMA – Education Officer
2. Understand what is the JCMA and what it can do for you?
3. Appreciate how we fit within CEM and the Australian Curriculum
4. Reflect upon your practice through the foundational principles of Intercultural Education
  - Rules of Intercultural Dialogue
  - Colour blindness
  - Unconscious bias
5. Leave with new activities to support your Intercultural pedagogy
6. Have some questions answered and new ones generated

# JCMA: WHAT WE CAN DO FOR YOU



**JCMA**

Jewish Christian Muslim  
Association of Australia

# What is the JCMA

- Not-for-profit Association - established 2003
- Members are Jewish, Christian & Muslim
- Peak body supporters



- Located in East Melbourne, hosted by the



# WHAT WE DO

## 1. Interfaith Dialogue and Experiences

- ✚ Winter Conference
- ✚ Womens' Conference
- ✚ JCMA Friendship Walk - Church, Synagogue and a Mosque
- ✚ Joint Journey To Jerusalem
- ✚ Interfaith Events: eg. Women's Committee Film Festival, Iftar Dinners, Passover celebrations, Muslim Museum joint tours and more

## 2. Education – Workshops and resources

- ✚ Workshops for students and teachers
- ✚ Fast facts (printed and web)
- ✚ Rules of Intercultural Dialogue
- ✚ Classroom resources for Intercultural Cultural

# JCMA Schools Program

*We aim to positively counter stereotypes and race-based or religious discrimination and eliminate hatred, vilification and misunderstanding*





# JCMA Workshops

1. **Intercultural Understanding** – a Muslim, Christian and Jew explain their faith tradition and personal stories
2. **Religion and Society** – a Muslim, Christian and Jew explain their faith tradition and focus upon 9 aspects
3. **Single Faith** – an in-depth presentation on any one of the faith traditions, and how those ideas shape the person's life choices.
4. **Ethics** - hearing a Muslim, Christian and Jew explain some foundational ethical ideas of their tradition, as well as their personal stories within that personal faith tradition.
5. **Gender** - hearing a Muslim, Christian and Jew explain about how gender is understood by each tradition and how this idea shapes the person's life choices.
6. **Dispelling Stereotypes** – asking students to reflect upon the stereotypical perceptions that exists about each of the three traditions, and then hearing a Muslim, Christian and Jew respond
7. **Challenging Prejudice** – when a school community finds itself embroiled with a racist incident, a Muslim, Christian or Jew can discuss their experiences of prejudice

# HOW ICU and JCMA FITS WITHIN CEM AND THE AUSTRALIAN CURRICULUM



# Pedagogy of Encounter



1. What do I think and sense?
2. What do others think and why?
3. What does the Church teach and why?
4. How am I called into deeper relationship with others and God?
5. What do I think now and why?

Providing a systematic and sustained engagement with Catholic beliefs and teachings... engaging students with Catholic beliefs and values without imposing these beliefs on the students... creating spaces where the students feel free to share their own understandings and viewpoints, even as they engage with the Catholic story (Sharkey 2015, p. 29).



Kerrie-Anne Porreca  
Educational Officer  
Religious Education and Catholic Identity

# How is Pedagogy Enacted in a Catholic School?

**Encounter is relational.** It is through relationship that we know ourselves, are valued and understood. This animates learners to develop personal beliefs and virtues, engage in respectful challenge and create new spaces and contexts for thinking and relating.

- <https://www.cem.edu.au/CatholicEducationMelbourne/media/Documentation/Documents/HoH-Pedagogy.pdf>

# What is Religious Education

- Religious Education invites students to appreciate the value of Catholic faith and **to respect the other faiths and worldviews that permeate Australia's diverse society.**
- Learners of other religions become **more authentically rooted in their own religion and partners in dialogue.** This is understood as interreligious learning, where engagement with difference allows a new perspective to deepen understandings and appreciation of the particular contribution of one's own faith and that of other faiths.
- Religious Education Curriculum Framework Melbourne Archdiocese, pages 5 & 6

# 2016 Census snapshot of Victoria

- Victoria's population was 5.93 million, an increase of 10.7 % since 2011
- 28.4 % (1,680,275) were born overseas in over 200 countries (26.2 % in 2011 and 23.8 % in 2006)
- 49.1 % (2,910,631) were born overseas or born in Australia with at least one parent born overseas (up from 46.6 % in 2011 and 43.6 % in 2006),
- 26.0 % (1,538,835) spoke 260 languages other than English at home (up from 23.1 % in 2011 and 20.4 % in 2006)
- 59.0 % (3,493,927) followed more than 130 different faiths (compared to 67.7 % in 2011 and 68.7% in 2006).

- <https://www.multicultural.vic.gov.au/population-and-migration/victorias-diversity/2016-census-a-snapshot-of-our-diversity>

### Intercultural Understanding learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
<b>Recognising culture and developing respect element</b>						
<b>Investigate culture and cultural identity</b>	share ideas about self and belonging with peers	identify and describe the various groups to which they belong and the ways people act and communicate within them	identify and describe variability within and across cultural groups	identify and describe the roles that culture and language play in shaping group and national identities	explain ways that cultural groups and identities change over time and in different contexts	analyse how membership of local, regional, national and international groups shapes identities including their own
<b>Explore and compare cultural knowledge, beliefs and practices</b>	identify, explore and compare culturally diverse activities and objects	describe and compare the way they live with people in other places or times	describe and compare a range of cultural stories, events and artefacts	describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom	analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts	critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time
<b>Develop respect for cultural diversity</b>	discuss ideas about cultural diversity in local contexts	describe ways that diversity presents opportunities for new experiences and understandings	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation	discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region	understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world
<b>Interacting and empathising with others element</b>						
<b>Communicate across cultures</b>	recognise that people use different languages to communicate	describe how the use of words and body language in interactions may have different meanings for various cultural groups	recognise there are similarities and differences in the ways people communicate, both within and across cultural groups	identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding	explore ways that culture shapes the use of language in a wide range of contexts	analyse the complex relationship between language, thought and context to understand and enhance communication
<b>Consider and develop multiple perspectives</b>	express their opinions and listen to the opinions of others in given situations	express their own perspectives on familiar topics and texts, and identify the perspectives of others	identify and describe shared perspectives within and across various cultural groups	explain perspectives that differ to expand their understanding of an issue	assess diverse perspectives and the assumptions on which they are based	present a balanced view on issues where conflicting views cannot easily be resolved
<b>Empathise with others</b>	imagine and describe their own feelings if they were put in someone else's place	imagine and describe the feelings of others in familiar situations	imagine and describe the feelings of others in a range of contexts	imagine and describe the situations of others in local, national and global contexts	imagine and describe the feelings and motivations of people in challenging situations	recognise the effect that empathising with others has on their own feelings, motivations and actions

### Intercultural Understanding learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
<b>Reflecting on intercultural experiences and taking responsibility element</b>						
<b>Reflect on intercultural experiences</b>	Identify and describe memorable intercultural experiences	Identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts	Identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences	explain what and how they have learnt from a wide range of intercultural interactions and experiences	reflect critically on the representation of various cultural groups in texts and the media and how they respond	reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others
<b>Challenge stereotypes and prejudices</b>	Identify examples of the acceptance and inclusion of others in given situations	discuss the effects of acceptance and inclusion in familiar situations	explain the dangers of making generalisations about individuals and groups	explain the impact of stereotypes and prejudices on individuals and groups within Australia	Identify and challenge stereotypes and prejudices in the representation of group, national and regional identities	critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels
<b>Mediate cultural difference</b>	Identify similarities and differences between themselves and their peers	recognise that cultural differences may affect understanding between people	Identify ways of reaching understanding between culturally diverse groups	discuss ways of reconciling differing cultural values and perspectives in addressing common concerns	Identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard	recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together

# Key Findings of 2012 Field Trial

(Department of Education and Early Childhood Development)

- **Only building cultural knowledge** and cultural awareness may result in positive **short-term** but not necessarily long-term changes in attitudes and behaviours.
- Only building cultural knowledge and cultural awareness can have no effect on attitudes or behaviours and **may even reinforce prejudices** if students' attitudes toward people from different cultural backgrounds are not explicitly addressed and thoughtfully discussed.
- **Making personal connections** with individuals of different cultural groups in a supportive environment, and in ways that are meaningful and relevant to students' lives can build ICU.
- Teaching practice at a classroom level **needs to be supported at a whole school level** along with school leadership and administrative support.

- <http://interculturalunderstanding.org/ICUFT%20Evaluation%20Report%20FINAL.pdf>

# FOUNDATIONS OF INTERCULTURAL PEDAGOGY



**JCMA**

Jewish Christian Muslim  
Association of Australia

# In Summary



**JCMA**

Jewish Christian Muslim  
Association of Australia

# Knowledge, Awareness and Curiosity and Cultural Humility



# Some activities

- Eggs in a basket
- Poster of Principles of Intercultural Understanding
- About me
- Role playing cultural norms
- Revealing my unconscious bias
- Other?

# Questions, comments, thoughts



